

# **REQUEST FOR APPLICATION**

**Fiscal Year 2016**

(July 1, 2015 to June 30, 2016)

**Career and Technical Education**

**State Allocation Grant for  
Program Expansion, Improvement & Support**

Nevada Department of Education  
Office of Career Readiness, Adult Learning & Education Options  
755 N. Roop Street, Suite 201  
Carson City, NV 89701  
(775) 687-7300

# **State Allocation Grant for Program Expansion, Improvement & Support**

## **I. Overview of State CTE Funds**

For fiscal year 2016 as approved by the 2015 State Legislature, **\$10,443,822** is available in state funds to support career and technical education in eligible school districts and charter schools. In accordance with Chapter 388.393 of the Nevada Revised Statutes and Senate Bill 515, after 30 percent is allocated for competitive grants, the remainder of the state money is allocated to school districts and charter schools based on duplicated CTE student counts in each high school and eligible charter school.

- ☐ Competitive Grants (30%): \$3,133,147
- ☐ Allocation Grants (Balance of Funds): \$7,310,675

Career and technical education programs are organized under six program areas: Agriculture and Natural Resources Sciences; Business and Marketing; Education, Hospitality and Human Services; Health Sciences and Public Safety; Information and Media Technologies; and Skilled and Technical Sciences. All expenditures must support programs according to the State CTE Course Catalog. (See the State CTE Course Catalog for information on programs and course sequences within a program area.)

Each school district or charter school may use allocation funding for two applications:

- 1) State Allocation Grants – New Programs
- 2) State Allocation Grants – Program Expansion, Improvement and Support

According to NRS 388.395, Section 3, school districts and eligible charter schools will receive allocations based on the total duplicated CTE enrollment. The proportion of the total amount awarded to the school district or charter school during a fiscal year must not exceed the proportion of the duplicated enrollment in the school district or charter school during the previous fiscal year.

Following statutory requirements, the State Board for Career and Technical Education shall review all applications and award grants based on the following criteria of the program of career and technical education:

- Standards and instruction
- Leadership development
- Practical application of occupational skills
- Quality and competent personnel
- Facilities, equipment and materials
- Community, business and industry involvement
- Career guidance
- Program promotion
- Program accountability and planning
- Pupil-teacher ratio
- Whether the program will lead to a national credential or certification

Districts may consult their technical skills committee for recommendations regarding the program needs and/or criteria to be addressed (NRS 388.385, Section 2, subsection f.)

### **Evaluation**

Each school district receiving funds must evaluate the manner in which the money was expended and the effectiveness of the program for career and technical education for which the money was granted. The evaluation and reporting process will be identified by the Department of Education.

## **II. Key Provisions and Uses of Funds**

The primary goal of the State Allocation Grant for Program Expansion, Improvement & Support is to increase the numbers of students enrolled in and who complete CTE programs of study through the development of high quality, high impact programs. Specifically, the Department of Education has established the following strategic goal to increase CTE program completion rates:

***By 2020, 11,000 students will complete a CTE program of study and 50% of the completers will earn the Nevada Certificate of Skill Attainment.***

The rationale behind this goal is higher program completion rates will result in higher numbers of students engaged in a CTE program of study through the second-level course, resulting in lower drop-out rates and higher graduation rates. Further, students who complete a program of study and earn the State Certificate of Skill Attainment will qualify for CTE College Credit, a gateway to postsecondary credentials in less time and at lower cost.

State allocation funds for program expansion, improvement and support ***must be used strategically*** by the school district for priority needs. First and foremost, the funds must be expended to provide CTE programs where such programs do not exist or do not fully exist at those sites where students have no or little opportunity to complete a CTE program of study.

### **(1) Program Expansion**

Funds may be used to expand programs according to the following criteria: (1) the program currently offers a partial course sequence, but is lacking the completion-level course; (2) the program has current enrollments; and (3) the course sequence must be completed according to the CTE Course Catalog for academic year 2015-16. Eligible programs must align to the economic and workforce development priority need areas identified by the Industry Sector Councils and/or other relevant economic and workforce development indicators evidenced by data from regional economic development authorities, the Governor's Office on Economic Development, or other proven, reliable sources. The data source(s) must be cited.

Applicants must demonstrate the capacity to increase CTE program completion rates.

### **(2) Program Improvement**

Funds may be used to improve programs according to the eleven criteria listed below. Please note that program improvement is designed to move a program to a new level based on state standards and industry requirements.

### **(3) Program Support**

Program support is defined as funding used for ongoing support of existing programs. Purchases for program maintenance must be made where other funding is not available. For example, if

schools annually provide basic maintenance funding, such as support for the purchase of consumable supplies, the state funds shall not supplant those local funds. However, often times, additional ongoing financial support is necessary. Examples of program support include:

- Purchase of consumable supplies
- Purchase of replacement items
- Student travel for CTSO events, internships, job-shadowing, etc.

Funds may be used in a limited way for program support, especially student travel.

\*\*\*\*\*

#### Standards and Instruction

The CTE program is organized according to the courses and course sequences in the CTE Course Catalog and the program follows the approved state CTE standards. Each CTE program must be developed according to a comprehensive program of study, following state guidelines that lead students to program completion levels. Each CTE program must demonstrate the full integration of the Employability Skills for Career Readiness state standards.

*Funds may be used to develop and implement CTE programs of study to include but not limited to development of approved courses, implementation of state standards, curriculum materials, and professional development. New programs must align to regional and/or statewide initiatives for workforce and economic development and based on strategic recommendations to support state goals for economic growth and diversification.*

#### Leadership and Citizen Development

Students develop leadership, citizenship, interpersonal and employment skills through involvement in the following career and technical student organizations (CTSOs): DECA; FBLA; FCCLA; FFA; HOSA; and SkillsUSA.

*Funds may be used to develop and sustain activities and services to support student involvement in CTSOs, including professional development to implement CTSOs. The amount of funds used for travel expenses must be reasonable.*

#### Practical Application of Occupational Skills

Practical application of occupational skills is accomplished through classroom simulation and/or work-based learning experiences. The application of occupational skills is directly linked to state CTE standards or a related work-based learning experience.

*Funds may be used to support the implementation of work-based learning opportunities for students, including but not limited to internships, job shadowing, and cooperative work experience that is related to the CTE program.*

#### Qualified and Competent Personnel

All CTE teachers are competent and qualified with the appropriate occupational proficiency. Ongoing professional development is provided to instructors.

*Funds may be used for professional development and other needs to support the development and sustainment of qualified personnel.*

### Facilities, Equipment, and Materials

Facilities, equipment, instructional materials and supplies comply with health and safety standards and simulate current and emerging technologies, and are of sufficient quantity and quality to meet the needs of students.

*Funds may be used to purchase supplies and equipment needed to maintain and improve programs to meet the requirements of state and/or industry standards. An alignment to state CTE standards should be included in the rationale to purchase equipment and/or items of value.*

*The application must demonstrate how all proposed items of value (\$1,000 or more) and equipment purchases are aligned with industry and state skill standards. Equipment purchases (\$5,000 or more) must include a description of student outcomes.*

*Some retrofitting or facility modifications may be allowed to install equipment or meet safety requirements, particularly for program expansion and new program development. Please check with NDE staff prior to writing such expenditures into local applications for allocation funds.*

### Community, Business and Industry Involvement

Individuals representing local business and industry, parents, administrators, postsecondary education, etc., serve on district level and/or subject-area advisory committees to provide support and guidance in the development, operation, and evaluation of the program.

*Funds may be used for the development and implementation of community and business and industry partnerships, including district- and program-level advisory committees.*

### Career Guidance

CTE staff, guidance counselors and other resource personnel provide career guidance services to ensure that students enroll in CTE programs that are consistent with their aptitudes and career interests.

*Funds may be used to sustain and develop career guidance services and programs for CTE students. Schools without career guidance centers and services for CTE students should be considered a priority.*

### Program Promotion

There is a systematic plan to promote and market the CTE program within the school and community.

*Funds may be used for program promotion, such as publications for students, parents, and other community members.*

### Program Accountability and Planning

There is a systematic means of assessment to ensure the program's overall scope, design, instructional content, and administration meet the instructional objectives. The assessment process is used to develop short- and long-range improvement plans.

*Funds may be used for program accountability and planning purposes, including processes to assess programs at the local levels.*

#### Student-Teacher Ratio

Appropriate class size is maintained to ensure effective instruction and safe working conditions are maintained. Class sizes must be monitored closely, especially in lab settings where time-on-task and safety are concerned.

*Funds may be used to ensure class sizes are maintained that provide effective instruction and safe working conditions.*

#### Programs Leading to a National Credential or Certification

Programs lead to a national credential or certification that may be obtained in high school or through continued education in the career pathway. Such credentials may include industry specific certifications or broader credentials that further a student's preparation for employment in high-wage, high-skill, or high-demand fields.

*Funds may be used align programs to national credentials or certifications, and to prepare students to earn national credentials and certifications.*

### **III. Application Directions for Allocation Funds**

**Directions:** This request for application will be utilized for the program **allocation funds**. Applications will be approved based on the clarity of the narrative describing the overall strategy, expected outcomes and description of proposed expenditures.

Each application must include the following components in the following order:

- (1) **Cover page (one page):** Use the required cover page as the first page of the application and include all requested information and signatures.
- (2) **Assurances (two pages):** The district must sign the CTE Fund assurance page provided in the appendix.
- (3) **Budget Summary (one page):** The budget summary must include all expenditures properly identified by object and sub-object code. The budget summary must be signed and dated by the superintendent or his/her designee.
- (4) **Budget Detail (no page limit):** All proposed items of value and equipment must be itemized on the budget detail and include the proposed location(s) for purchases to be inventoried. Out-of-state travel must be itemized (name of conference(s)) with the anticipated number of attendees. The budget detail may be organized by school or project (e.g., Program Expansion, Program Improvement, and/or Program Support).
- (5) **Programs and Course Sequences (no page limit):** Provide a listing of the CTE programs and course sequences for each school receiving funding from the state CTE allocation funds. To qualify as a "program," there must be two or more sequenced courses as per the State CTE Course Catalog. For any course sequences that do not offer courses to the completion level, provide specific strategies to expand sequences to the completion level.

- (6) **Program Expansion Narrative and Budget Narrative (no page limit):** Improved completion rates for students enrolled in CTE programs is a priority for allocation funds. (Refer to the instructions on page 15.)
- (7) **Program Improvement Narrative and Budget Narrative (no page limit):** Program improvement activities are defined as those that “move” a program to a higher level of instruction. (Refer to the instructions on page 17.)
- (8) **Program Support Narrative and Budget Narrative (no page limit):** Program support activities are defined as those that provide ongoing support to ensure CTE programs operate at a high level. (Refer to the instructions on page 19.)

For those funds allocated to different schools, please submit one budget detail for each funded site.

- (9) **Staffing (up to two pages):** Describe the number of staff devoted to the project(s) and their professional preparation. The subgrant recipient must identify the full-time equivalency (FTE) of each position supported with funding. If a salary is paid partly from the grant and partly from another fund source, describe how the time allocated for cost objectives paid by state funds will be accounted for (i.e., personnel activity report or time log).

If a salary is funded wholly by the state funds for one cost objective (i.e., program related activities), the recipient must provide assurance that written documentation, provided minimally on a semi-annual basis, is filed by the supervising administrator to ensure all activities of the funded position are directly related to the cost objective of the sub-grant from which the position is funded.

If a salary is funded wholly by the state funds for more than one cost objective (i.e., program-related activities and administration), describe how the time allocated for each cost objective funded by state funds will be accounted for (i.e., personnel activity report or time log).

- (10) **Form G: Evaluation Methods (two page limit):** Describe how the agency will evaluate and measure the success and outcomes of the objectives in this application. Include metrics and timeline for the completion of the evaluation.

**Note:** By submitting an application, the local education agency agrees to provide the Department of Education information as needed to report to the Legislature on the effectiveness of state CTE funds.

## IV. Submitting the Application

### (1) Application Package

- a. Submit one application with a complete set of original signatures and two copies. All applications must be approved by the school district superintendent or designee. Faxed applications will not be accepted.
- b. The application must be submitted in the format provided in this application package. (1) Application Cover Page; (2) Assurances; (3) Budget Summary; (4) Budget Detail; (5) Programs and Course Sequences; (6) Program Expansion Narrative and Budget Narrative; (7) Program Improvement Narrative and Budget Narrative; (8) Program Support Narrative and Budget Narrative; (9) Staffing; and (10) Evaluation Methods.
- c. Items requiring signature are the **Application Cover Sheet and Budget Summary Form**.
- d. The application must be **single-sided, paginated, and stapled or clipped** in the upper left-hand corner. Pages must be **standard 8 1/2" x 11" paper**.

### (2) Mailing Address

Mail the original and copies to: Michael J. Raponi, Director  
Office of Career Readiness, Adult Learning & Education Options  
Nevada Department of Education  
755 N. Roop Street, Suite 201  
Carson City, NV 89701

### (3) Application Deadline

The application must be received by **5:00 p.m. on Friday, October 2, 2015** to be eligible for funding.

(Note: Electronically submitted copies will not be accepted)

### (4) Information

For additional information, contact the Office of Career Readiness, Adult Learning & Education Options at the Nevada Department of Education at (775) 687-7300.



## **FORMS:**

- Application Cover Page
- Assurances
- Budget Summary
- Budget Detail
- Programs and Course Sequences
- Program Expansion Narrative
  - Budget Narrative
- Program Improvement Narrative
  - Budget Narrative
- Program Support Narrative
  - Budget Narrative
- Staffing
- Evaluation Methods
- Application Review Sheet

## APPLICATION COVER PAGE

**Agency:** \_\_\_\_\_

**Application Director:** \_\_\_\_\_

(Name, position and telephone number)

\_\_\_\_\_  
(Email address)

**Fiscal Manager:** \_\_\_\_\_

(Name, position and telephone number)

\_\_\_\_\_  
(Email address)

**Monitoring**  
**Coordinator:** \_\_\_\_\_

(Name, position and telephone number)

\_\_\_\_\_  
(Email address)

**Evaluation**  
**Coordinator:** \_\_\_\_\_

(Name, position and telephone number)

\_\_\_\_\_  
(Email address)

**Accountability**  
**Reporting**  
**Coordinator:** \_\_\_\_\_

(Name, position and telephone number)

\_\_\_\_\_  
(Email address)

**\*Advisory Technical** \_\_\_\_\_

**Skills Committee:** (Signature of committee representative) (Date)

\_\_\_\_\_  
(Printed name of committee representative)

**Application** \_\_\_\_\_

**Submitted By:** (Signature of authorized representative) (Date)

\_\_\_\_\_  
(Printed name of authorized representative)

*\* Signifies the Advisory Technical Skills Committee has been provided the opportunity to review and provide input for the funding priorities in the application.*

# ASSURANCES

## General

1. The local educational agency will assure that no state CTE funds will be used to provide career and technical education programs to students prior to the ninth grade, except that equipment and facilities purchased with funds may be used for such students.
2. The local educational agency will assure that no funds made available under this fund will be used to require any secondary school student to choose or pursue a specific career path or major.

## Grants Management and Accountability

3. The local education agency will assure that maintenance of fiscal effort on either a per-student or aggregate expenditure basis is required.
4. The local education agency will assure that funds made available under this fund for career and technical education activities will supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities and tech-prep activities.
5. The local education agency will assure supporting documents for expenditures will be maintained for audit. Funds will not be commingled with other state and local funds and will be accounted for in a manner which will prevent loss of their identity as funds supporting specific career and technical education goals.
6. Effective and separate accounting procedures of the recipient will be employed to assure that funds from federal sources will not be commingled with state or local funds, but will be separately identified as expenditures of federal funds.
7. Fiscal control and funds accounting procedures shall be established as deemed necessary to assure proper disbursement of and accounting for state funds paid to a recipient for programs and projects.
8. The fiscal and statistical records are subject to and upon request will be made available for audit by the State of Nevada to determine whether the recipient has properly accounted for funds expended for career and technical education and services.
9. Records will be kept which fully disclose the amount and disposition of state funds allocated, as well as the total expenditures of funds for career and technical education programs and services supplied by funds from other sources. This may include time accountability sheets for individuals funded under the state CTE funds.

## Personnel

10. School district career and technical instructors, counselors, supervisors, and other professional personnel involved in career and technical education who participate in state funded projects will be licensed in accordance with current Rules and Regulations established by the Commission on Professional Standards in Education.

## Data Management

11. All eligible recipients participating in federal and/or state funds available, will participate in, maintain, and utilize a performance accountability system in the reporting of all career and technical education programs in the Nevada Department of Education State Accountability Information Network (SAIN); provide data required for reporting the performance measures designated by the State's performance indicators; and assure that staff involved in the accountability system receive the training necessary to maintain a quality system.
12. All eligible recipients will provide sufficient information to the State to enable the State to comply with the requirements of allocating funds to area trade schools and intermediate educational agencies.

## Evaluation

13. Participating agencies will cooperate with and the Department of Education with the Program Quality Criteria self evaluation, advisory committee evaluation, and state/peer evaluation.
14. An assurance that the applicant will comply with reporting procedures required by the Nevada Department of Education, which will assess the progress of its career and technical education programs and will include a review of outcomes related to the quality criteria indicators.

15. An assurance that the evaluation and review of programs will include the full participation of representatives of individuals who are members of special populations. This review shall be used to identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to career and technical education programs or success in such programs for individuals who are members of special populations and to evaluate the progress of individuals who are members of special populations in career and technical education programs assisted under this fund.
16. An assurance that the eligible recipient will comply with the Department of Education's requirements for State monitoring.

### **Local Program Improvement Plan**

17. An assurance that if the applicant determines they are not making substantial progress in meeting the performance indicators approved by the State Board, the recipient of funds will develop a plan, in consultation with teachers, parents, and students concerned, for program improvement for the succeeding school year. The plan will describe how the recipient will identify and modify programs and will include a description of career and technical education and career development strategies designed to achieve progress to improve the effectiveness of the programs conducted with assistance under this fund, and will, if necessary, develop a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

### **Community, Business, Industry, Parent/Student Involvement and Appeal**

18. An expedited appeals procedure is established by which community, business, industry, parents, students, teachers, and area residents concerned will be able to directly participate in State and local decisions that influence the character of programs under this fund affecting their interests; and technical assistance will be designed and provided to ensure that such individuals are given access to the information needed to use these procedures and will be notified regarding the procedure regarding complaints/appeals upon request.

### **State Requirements**

19. The agency implements the requirements for advisory committees according to NRS 388.385.
20. The agency implements the requirements for career guidance and counseling according to NRS 389.180 and NAC 389.187.
21. The agency implements career and technical education programs of study according to NAC 389.800, 389.803, 389.805, 389.810, and 389.815.
22. The agency provides program articulation, rural participation, and academic integration according to the State Plan for Career and Technical Education.

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(Printed Name and Title of Authorized Representative)

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(Signature)

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(Date)

# NEVADA DEPARTMENT OF EDUCATION

## Budget Summary

Agency: \_\_\_\_\_ Project Number: \_\_\_\_\_

Project Name: \_\_\_\_\_ Fiscal Year: \_\_\_\_\_

Check One:                      Budget \_\_\_\_\_ Amendment \_\_\_\_\_ Number \_\_\_\_\_

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	100 Salaries			
200	200 Benefits			
300	300 Purchased Professional Services			
400	400 Purchased Property Services			
500	510 Student Transportation Services			
	580 Staff Travel			
	Other (520, 530, 540, 550, 560, 570, 590)			
	<b>Total</b>			
600	610 General Supplies (exclude 612 in 610 total)			
	612 Non Information Technology Items of Higher Value*			
	640 Books and Periodicals			
	650 Supplies – Information Technology Related (exclude 651 and 652 in 650 total)			
	651 Software			
	652 Information Technology Items of Higher Value*			
	Other (620, 630)			
	<b>Total</b>			
800	810 Dues and Fees			
	890 Other Miscellaneous			
	<b>Total</b>			
<b>SUBTOTAL 100 – 600 &amp; 800</b>				\$
Approved Indirect Costs Rate:** _____ %				\$
700	730 Equipment			
<b>TOTAL</b>				\$

\* All items of value must be itemized in the budget detail

\*\* Indirect cost rates must be approved by the Department of Education before the sub-grantee may budget for and charge those costs to the grant.

\_\_\_\_\_  
Signature of Authorized Agency Representative

\_\_\_\_\_  
Date

**Department of Education Use Only**

\_\_\_\_\_  
**Initial**

\_\_\_\_\_  
**Date Approved**

**Budget Detail**

(If multiple sites are funded, please provide one budget detail and budget narrative for each site)

Agency \_\_\_\_\_ Project/Site Name \_\_\_\_\_

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
<b>OBJECT CODE</b>	<b>TITLE OF POSITION/ PURPOSE OF ITEM</b>	<b>PROJECT TIME (FTE)</b>	<b>QUANTITY</b>	<b>SALARY, RENTAL OR UNIT COST</b>	<b>BUDGETED AMOUNT</b>

\*If additional space is needed, duplicate this page and number the additional pages. All items must be explained in specific terms. All items must be named and must be directly related and necessary to the operation of the program.

## **Programs and Course Sequences**

**Directions:** Provide a listing of the CTE programs and course sequences for each school receiving funding from the state CTE allocation funds. To qualify as a “program,” there must be two or more sequenced courses as per the State CTE Course Catalog. For any course sequences that do not offer courses to the completion level, provide specific strategies to expand sequences to the completion level. Specific projects to be funded must be described under Program Expansion.

(No page limit)

## Program Expansion Narrative

**Directions:** Funds may be used to expand programs according to the following criteria: (1) the program currently offers a partial course sequence, but is lacking the completion-level course; (2) the program has current enrollments; and (3) the course sequence must be completed according to the CTE Course Catalog for academic year 2015-16. Eligible programs must align to the economic and workforce development priority need areas identified by the Industry Sector Councils and/or other relevant economic and workforce development indicators evidenced by data from regional economic development authorities, the Governor's Office on Economic Development, or other proven, reliable sources. The data source(s) must be cited.

Describe how programs will be expanded to serve more students either through the addition of completion-level courses or the addition of additional existing courses. The description must include the numbers of program completers in 2014-15 and strategies to increase the numbers of completers in 2015-16. The description may be organized by school or by CTE program in those districts expanding the same program at multiple sites. Include a description of student outcomes, including improved program completion outcomes, and timeline for implementation.

(No page limit)



## Program Expansion Budget Narrative

**Directions:** Provide a detailed description of proposed expenses by object code. Expand/create additional pages as needed. If funds are allocated to various schools, use one budget detail and one budget narrative to fully describe expenditures at each school.

<b>Object Code 100/200</b> Salaries & Benefits    Total: \$ _____
Description:
<b>Object Code 300/400</b> Purchased Services    Total: \$ _____
Description:
<b>Object Code 500</b> Transportation Services, Staff Travel    Total: \$ _____
Description:
<b>Object Code 600</b> Supplies    Total: \$ _____
Description:
<b>Object Code 800</b> Dues and Fees/ Other Misc.    Total: \$ _____
Description:
<b>Object Code 700</b> Equipment    Total: \$ _____
Description:

## Program Improvement Narrative

**Directions:** Program improvement is defined as those activities that “move” a program to a higher level of instruction and student outcomes. Some examples of program improvement activities are shown below. Refer to pages 2-4 for additional information.

- Supply and equipment purchases to meet state and industry standards;
- Professional development strategically designed to support improved instruction;
- Local curriculum development to fully implement state CTE standards and the state Employability Skills for Career Readiness;
- Promotional efforts to market and reinforce the importance of program completion and the opportunities for students to earn CTE College Credit;
- Employer engagement; and
- Career guidance and counseling support for students enrolled in and completing CTE programs.

Describe how programs will be improved to serve students and lead to improved student outcomes. The description may be organized by school, CTE program or agency-wide initiatives. Include a timeline for implementation.

(No page limit)

## Program Improvement Budget Narrative

**Directions:** Provide a detailed description of proposed expenses by object code. Expand/create additional pages as needed. If funds are allocated to various schools, use one budget detail and one budget narrative to fully describe expenditures at each school.

<b>Object Code 100/200</b> Salaries & Benefits    Total: \$ _____
Description:
<b>Object Code 300/400</b> Purchased Services    Total: \$ _____
Description:
<b>Object Code 500</b> Transportation Services, Staff Travel    Total: \$ _____
Description:
<b>Object Code 600</b> Supplies    Total: \$ _____
Description:
<b>Object Code 800</b> Dues and Fees/ Other Misc.    Total: \$ _____
Description:
<b>Object Code 700</b> Equipment    Total: \$ _____
Description:

## Program Support Narrative

**Directions:** Program support is defined as funding used for ongoing support of existing programs. Purchases for program maintenance must be made where other funding is not available. For example, if schools annually provide basic maintenance funding, such as support for the purchase of consumable supplies, the state funds shall not supplant those local funds. However, often times, additional ongoing financial support is necessary. Examples of program support include:

- Purchase of consumable supplies
- Purchase of replacement items
- Student travel for CTSO events, internships, job-shadowing, etc.

Funds may be used in a limited way for program support, especially student travel.

Describe how programs will be supported to serve students. The description may be organized by school, CTE program, or agency-wide initiatives/activities.

(No page limit)

## Program Support Budget Narrative

**Directions:** Provide a detailed description of proposed expenses by object code. Expand/create additional pages as needed. If funds are allocated to various schools, use one budget detail and one budget narrative to fully describe expenditures at each school.

<b>Object Code 100/200</b> Salaries & Benefits    Total: \$ _____
Description:
<b>Object Code 300/400</b> Purchased Services    Total: \$ _____
Description:
<b>Object Code 500</b> Transportation Services, Staff Travel    Total: \$ _____
Description:
<b>Object Code 600</b> Supplies    Total: \$ _____
Description:
<b>Object Code 800</b> Dues and Fees/ Other Misc.    Total: \$ _____
Description:
<b>Object Code 700</b> Equipment    Total: \$ _____
Description:

## Staffing

**Directions:** Describe the number of staff devoted to the project(s) and their professional preparation. The agency must identify the full-time equivalency (FTE) of each position supported with funding. If a salary is paid partly from the grant and partly from another fund source, describe how the time allocated for cost objectives paid by state funds will be accounted for (i.e., personnel activity report or time log).

If a salary is funded wholly by the state funds for one cost objective (i.e., program related activities), the recipient must provide assurance that written documentation, provided minimally on a semi-annual basis, is filed by the supervising administrator to ensure all activities of the funded position are directly related to the cost objective of the sub-grant from which the position is funded.

If a salary is funded wholly by the state funds for more than one cost objective (i.e., program-related activities and administration), describe how the time allocated for each cost objective funded by state funds will be accounted for (i.e., personnel activity report or time log).

## **Evaluation Methods**

Describe how the school district or charter school will evaluate and measure the success and outcomes of the objectives for all projects in this application. Include metrics and a timeline by which the evaluation will be completed.

*\* Limit this section to two pages*

# FY16 State CTE Allocation Grant – Program Expansion, Improvement & Support Application Review Rubric

General Application Requirements	Yes	No
<b>Organization of the Application:</b> All required elements of the application were submitted in the order prescribed and meet page length, formatting, and font requirements. The cover page, budget summary, assurances, and prioritization of projects are signed.		
<b>Budgets:</b> The budget summary and detail are accurate and clearly detail the proposed expenditures by object code, purpose, FTE, quantity, etc. The budget is reasonable with respect to the proposed objectives and outcomes of the application.		
<b>Staffing:</b> An adequate description of proposed grant-funded staffing is provided.		

Programs and Course Sequences	Complete	Incomplete
Provide a listing of the CTE programs and course sequences for each school receiving funding from the state CTE allocation funds. For any course sequences that do not offer courses to the completion level, provide specific strategies to expand sequences to the completion level.		

Program Expansion Narrative and Budget Narrative	Complete	Incomplete
Narrative that includes: (1) the numbers of program completers reported in 2013-14; (2) the numbers of program completers anticipated in 2014-15; and (3) agency-level strategies to increase the numbers of program completers in 2015-16.		
The description includes strategies to show how eligible programs align to economic- and workforce-development priorities.		
The description includes specific strategies to expand the course sequence(s) to the completion level.		
Description of how application priorities will support improved student outcomes including program completion outcomes.		
Description of how business and industry is involved in establishing local priorities to improve CTE.		
A timeline for implementation is included.		
The Program Expansion Budget Narrative fully describes project expenditures		

Program Improvement Narrative and Budget Narrative	Complete	Incomplete
The narrative fully describes how programs will be improved by expending funds to (1) meet state and industry standards; (2) train teachers; (3) develop local curricula based on state standards; (4) engage employers; and/or (5) more fully establish career guidance and counseling programs/services, among other acceptable efforts to establish programs of higher quality according to the provisions of the RFA.		



The Program Improvement Budget Narrative fully describes project expenditures		
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<b>Program Support Narrative and Budget Narrative</b>	<b>Complete</b>	<b>Incomplete</b>
The narrative fully describes program support efforts that include purchase of consumable supplies, replacement items, and student travel.		
The Program Support Budget Narrative fully describes project expenditures		

<b>Staffing</b>	<b>Complete</b>	<b>Incomplete</b>
<p>Describes the number of staff devoted to the project and their professional preparation; identifies the full-time equivalency (FTE) of each position supported with funding. If a salary is paid partly from the grant and partly from another fund source, describes how the time allocated for cost objectives paid by state funds will be accounted for (i.e., personnel activity report or time log).</p> <p>If a salary is funded wholly by the state funds for one cost objective (i.e., program related activities), the recipient must provide assurance that written documentation, provided minimally on a semi-annual basis, is filed by the supervising administrator to ensure all activities of the funded position are directly related to the cost objective of the sub-grant from which the position is funded.</p> <p>If a salary is funded wholly by the state funds for more than one cost objective (i.e., program-related activities and administration), describe how the time allocated for each cost objective funded by state funds will be accounted for (i.e., personnel activity report or time log).</p>		